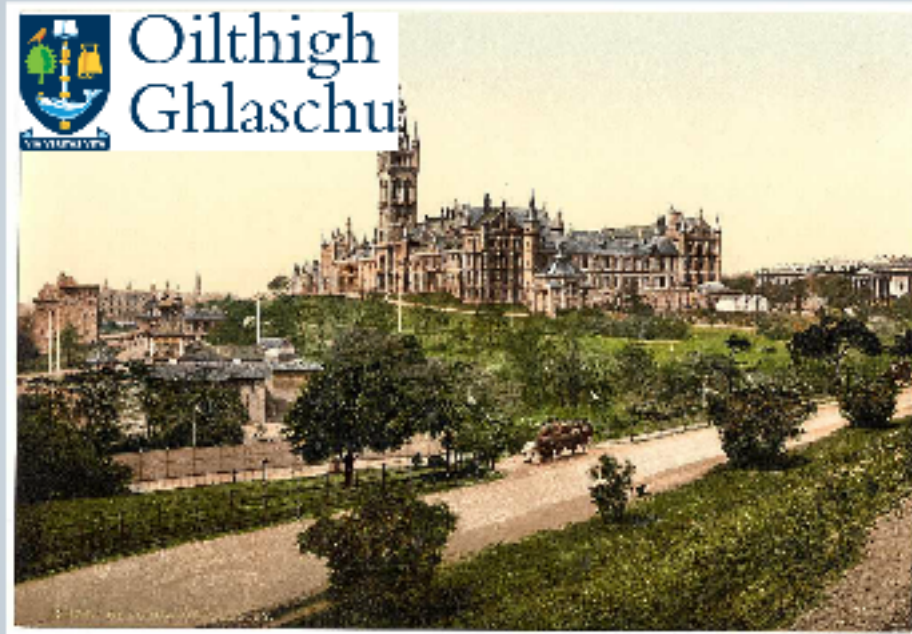


Language Acquisition - vocabulary and memory



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The number
1 1984 1314 1662 911 9

Memor
119841

Background
Humanities
Linguistics
And Education
Psychology
Linguistics
Linguistics



Memorising Task

11984131416669119



Background

Humanities

Linguistics

Multi-discipline
Education
Psychology
Cognitive Science



Aims:

- Consider our understanding of 'vocabulary'
- Consider how we remember
- Improve vocabulary teaching or learning

Discussion questions:

1. How do you decide what words to learn or teach?
2. What do you need to know in order to know a word?
3. Do you have techniques for remembering new words?

Socratic

room SATORI



Theory

Short term to Long term

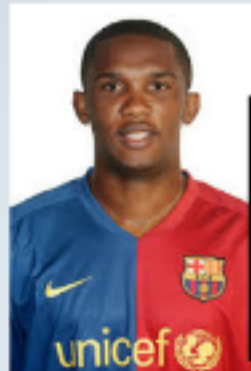
More semantic elaboration = good

Encoding linked to cues needed to remember
frequency of exposure

cross association = bad

Motivation: Self Determination

Example:



Summary of Tips

- spend time encoding
- learn and revise words in useful contexts
- try different methods - do what you LIKE - some ideas here
<http://www.lingholic.com/how-to-remember-words-when-learning-a-language/>
- Spaced Repetition e.g. Anki

List of references

Most general and practical advice for teachers

Gairns, R. and Redman, S. (1999) Working with words: A guide to vocabulary learning, 2nd edn. Cambridge: Cambridge Univ. Press

More theoretical

Vocabulary & Memory

Anything by Paul Nation

Theory and Practice in Functional-Cognitive Space

Banisaeid, M. (2013) 'Comparative effect of memory and cognitive strategies on EFL learners' vocabulary learning', English Language Teaching, 6(8).

Craik, F.I.M. and Lockhart, R.S. (1972) 'Levels of processing: A framework for memory research', Verbal Learning and Verbal Behavior, 11(6), pp. 671–684


Tinkham, T. (1997) 'The effects of semantic and thematic cluster on second language vocabulary', Second language Research, 13(2), pp. 138–163

Motivation

Ryan, R.M. and Deci, E.L. (2000) 'Self-determination theory and the role of motivation in development, and well-being', American Psychologist, 55(1), pp. 68–78



Конец



The number?

1 1984 1314 1666 911 9

1. STARTING SLIDE

2. Experiment/warmer

Memorise this number:

11984131416669119

Group A: control group - no suggestions

Group B: variable 1 - break up the number into meaningful parts

First number 1, last number 9,

George Orwell book, fire of London (Eng word cup)

Group C: variable 2 - break up the number into meaningful parts and add emotion.

Open - 1

1984 - control, big brother, no freedom

1314 - Bannockburn - freeeeeeedom

1666 - fire!!!! (or if can't remember, England 1966, big downer after freedom)

911 - oh no, fire, call emergency, fire brigade 911.

Close - 9

3. My background

Our department at GU is called English for Academic Study. However, that's only the name because a) it's short enough and easy enough to initial - EAS AND b) it is a broad title for the lion's share of our work.

The common root of all our work is teaching language (in our case, English), but language that is closely linked to the communicative purpose and context, which for us is mostly

communicative contexts at University e.g. essay writing, presentations, participating in seminars.

The theoretical or scientific underpinnings of our work are **linguistics**, which is an interdisciplinary field that includes education, psychology, sociology, and many others.

4. AIMS

There are many disagreements within the field of language learning for adults as to the most effective way to teach and learn but there is wide agreement on the centrality of:

learner training for independent learning, and

vocabulary – there is a famous saying in linguistics, around since the 70s, that **While without grammar little can be conveyed, without vocabulary nothing can be conveyed.** (Wilkins, 1972)

Review of literature on English language teaching, which is the most researched language, understandably, and also my own background, shows that very little attention was paid to how vocabulary should be learned or was best learned until things began changing in the 80s.

As English has become more globalised, more commercial, and hence more researched, there has been increased attention to vocabulary learning among every other aspect of language use and language learning.

However, if it's possible to sum up the research in a single sentence, it is that different things seem to work for different people. That seems a little unsatisfying. What I'm here today to talk about is what we might want to become a little more aware of so that we can help our students at least have some kind of choice in their vocabulary learning approaches, even if we are unable to say that one method works for everyone and is better than the rest.

5. Discussion questions:

- a) How do you choose vocabulary to teach? Do you provide lots of vocabulary in class; do you leave it to students to learn at home?
- b) What does it mean to 'know a word'?

c) Do you train students how to learn vocabulary independently?

Some feedback on socratic/discussion questions

6. **Feedback based on English**

vocabulary i.e. information about English 'lexis' that may need to be learned

a) choice should be made based on frequency and value (not necessarily the same)

b) we can talk about form (written and phonetic), grammatical part of speech etc. Today I'm interested in remembering its spoken form – it's phonological form.

c) my experience as a language learner in Scotland in the 1980s was a hangover from grammar translation method where word lists and translations were the most frequent presentation of vocabulary, and memorising was left to the students but default was **rote** learning i.e. repetition (source Fox 1987 – in Taheri article)

research says that exposure/repetition is best way to remember

Basic assumption about memory is that there are two forms: short and long term. Working on this assumption, the popular theory is that our brains can cope with only about 7 discrete items in short term memory before we need to draw on long-term memory.

empirical research is a bit inconclusive as regards how we can aid the movement of items from short term to long term, and then access them when we need them.

Craik and Lockhart (1972) say depth of processing relates to degree of **semantic elaboration** during encoding and this enables recall because there are more cues.

Another interesting area of research is about '**cross association**', which is when our memorising is damaged due to confusion between words similar in form or meaning. This has led to the new theory that learning semantically linked words together is bad although thematically linked is fine.

Example of the former: it would be a bad idea to learn lots of colours at the same time, but it might be fine to learn **red + colour + sky at night + red with anger**, while not trying to learn **red, scarlet, crimson, purple, violet, pink.**

Due to the inconclusive nature of research on memory, it is also useful to consider another essential element of learning, and something which is very much up-to-date, and that is self determination theory of motivation which partly focuses on autonomy. The idea is that students are intrinsically motivated if they do things they like or want to do rather than having them imposed. With this in mind, my message would be to have an awareness of the options available and make these known to students.

7. Example of a mnemonic based on what is known as key-word technique.

cognitive in depth coding linked to cue, and based on **phonological loop**.

8. Summary

Practical examples

SRS apps

<http://www.lingholic.com/how-to-remember-words-when-learning-a-language/>

http://www.dasg.ac.uk/corpus/concordance.php?theData=samhain&qmode=sq_nocase&pp=50&del=end&uT=y&del=begin&del=end&uT=y

Summary:

Inconclusive research on memory but more processing the better and more exposure is the best.

Students need self determination but may lack ideas and strategies and lose motivation due to poor study techniques.

The more things we do with vocabulary at home including recording more than once (e.g. SRS, folder, pieces of paper...) the better.

Think about including learner training in your class and how you can avoid giving too much vocab.

List of references

Most general and practical advice for teachers

Gairns, R. and Redman, S. (1999) *Working with words: A guide to teaching and learning vocabulary*. 13th edn. Cambridge: Cambridge Univ. Press

More theoretical

Vocabulary & Memory

Anything by Paul Nation e.g. Nation, P., 2012. Vocabulary acquisition in second language acquisition. *The encyclopedia of applied linguistics*.

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Tinkham, T. 1993, "The effect of semantic clustering on the learning of second language vocabulary", *System*, vol. 21, no. 3, pp. 371-380.

Motivation

Ryan, R.M. and Deci, E.L. (2000) 'Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being', *American Psychologist*, 55(1), pp. 68–78